Assignment: Wiki # 6

Name: Yan Chen

Course: CBSE 7201

Professor: Prof. O’Connor

17. Walker, C. L., & Tedick, D. J. (2000). The complexity of immersion education: teachers address the issues. *The Modern Language Journal*, *84*, 5-27.

In this editorial from a peer reviewed journal, the authors discuss the background of immersion education in elementary schools. Through focus groups and extensive individual interviews, 6 elementary Spainsh-langugae immersion teachers in 3 school settings served as informants. Five major themes were covered. Within each of these themes, teachers described the particular challenges of immersion teaching, and illuminated the complexity of an immersion classroom on a microlevel.

Constance L. Walker is Associate Professor CEHD curriculum and Instruction at the University of Minnesota.

Diane (Dee) Tedick is an Associate Professor in Second Languages and Cultures Education in the Department of Curriculum and Instruction at the University of Minnesota.

Most challenges of immersion teaching were related to unique and local contexts. I must be prepared to adjust my lesson plans during the course of the intervention with regard to local concerns.

18. Montague, N. S. (1997). Critical components for dual language programs. *Bilingual Research Journal, 21*(4), 409-417.

In this editorial from a peer reviewed journal, Nicole Montague focuses on seven key components that are critical to success in dual language programs. This article offers insight to school administrators, teachers, and parents interested in beginning or improving dual language or two-way bilingual programs in their communities.

Nicole S. Montague is Assistant Professor in Special Education at Texas A&M University. Her research interests focus on biliteracy acquisition in preschool bilingual children.

In this article two critical components for a dual language program are important for my research project: administrative support and quality materials in each language of instruction. Without these components success will be difficult to impossible.

19. Padilla, A. M., Fan, L., Xu, X., & Silva, D. (2013). A Mandarin/English two-way immersion program: language proficiency and academic achievement. *Foreign Language Annals, 46*(4),661-679.

In this editorial from a peer reviewed journal, five years of performance data from the first cohort of students who completed a two-way Mandarin immersion program are reviewed and analyzed. An important finding is that when compared to peers from the same school, Mandarin immersion students performed as well on standardized tests in English even though they had much less instructional time in English.

Amado M. Padilla is Professor of Psychological Studies in Education at Stanford University. His research interests include Bilingual Education, Foreign Language Instruction and Multiculturalism, etc.

Duarte Silva is an Executive Director of the California Foreign Language Project at Stanford University.

Xiaoqiu Xu is a test development specialist at Pearson Knowledge Technologies.

This article is important to me because the finding from the research is informative for educators, parents, and administrators. It will help me to implement a dual language program in the classroom as evidence that a second language is not a detriment to a student’s primary language.

20. Jared, D., Poh, R. P. & Paivio, A. (2013). L1 and l2 picture naming in Mandarin–English bilinguals: A test of bilingual dual coding theory. *Bilingualism Language and Cognition, 16*(2), 383-396.

In this editorial from a peer reviewed journal, the authors tested an assumption of the Bilingual Dual Coding Theory that conceptual representations include image representations, and that learning two languages in separate contexts can result in differences in referential images for L1 and L2.

Debra Jared is Professor in the Department of Psychology at the University of Western Ontario. She is a member of the Language and Concepts Research Group in Cognition area.

Allan Paivio was a Professor of psychology at the University of Western Ontario. Paivio had published approximately two hundred articles and is most known for his [dual-coding theory](https://en.wikipedia.org/wiki/Dual-coding_theory). Dual-coding theory posits that nonverbal and verbal information are stored separately in long term memory.

I have learned that visual and verbal information act as two distinctive systems. The practical use of imagery as a memory aid has roots of at least 2500 years ago. Dual Coding Theory will help me to create my dual language lesson plans.

21. Pearson, B. Z. (2007). Social factors in childhood bilingualism in the United States. *Applied Psycholinguistics, 28*, 399-410.

In this editorial from a peer reviewed journal, the article explores several key factors that influence the likelihood that a child who has access to interactions in two languages will learn them both. Barbara supports that the quantity of input has the greatest effect on whether a minority language will be learned, but language status and attitudes about language also play a role.

Barbara Zurer Pearson is Research Associate and Project Manager Department of Linguistics and Communication Disorders at the University of Massachusetts Amherst.

This article has taught me that dual-immersion schooling is shown to benefit children’s level of language proficiency in the minority language without diminishing their progress in the community language. It is helpful for me to know key factors that lead to success, so I can implement those factors into my research.

22. Gomez, L., Freeman, D., & Freeman, Y. (2005). Dual language education: a promising 50-50 model. *Bilingual Research Journal, 29*(1), 145-164.

In this article from a peer reviewed journal, a unique 50-50 language model is described in which the language of instruction is divided by time and content area. This model has been successful in areas with a high number of Latino students. Results of standardized tests from this model have shown students achieved higher levels of proficiency in reading and mathematics.

Leo Gomez is an Associate Professor in Bilingual-Bicultural Education at the University of Texas Pan American in Edinburg, Texas. Dr. Gomez’s research has focused on instructional practices that effect language-minority students.

David Freeman is a Professor of reading at the University of Texas Pan American in Edinburg. Yvonne Freeman is a Professor of bilingual education at the University of Texas Pan American. She has published nice books and numerous articles on the topics of bilingual education, second language acquisition, and reading.

This article is important to me because it describes a unique 50-50 model in a dual language program. There are two basic dual language program, models are the 90/10 and 50/50. I can use the successful aspects of their methods within my own lesson plans.

Reference

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